

MARSHALL HIGH SCHOOL COMMON SYLLABUS TEMPLATE



Course Name: Social Problems
Teacher Name(s): Becky Denniston
Course Outcomes: Students will understand social systems and structures and how these influence individuals. Identify social problems and offer analysis on the core reasons the issue has developed. Understand how social problems and their processes interacts with, and can maintain, social inequalities in society.
Grade Level(s): 11-12
Course Standards: SP.1: Sociological Content: Students will understand social systems and structures and how these influence individuals. SP.2: Communication: Students writing and speaking will demonstrate coherency, fluency, detailed communication and complexity of thought.
Course Description: This class will focus on current domestic problems that impact the social structures, culture, and economic future of the United States. Students examine a variety of topics, which may include issues of sex, gender, and social class, war and international conflict, crime and illegal drugs, poverty and the unequal distribution of wealth, media and social media, and environmental issues. This class will be research and discussion based.

Standards Based Grading: *Standards-based grading aligns grading with the state academic standards as measured by consistent and accurate student achievement data and common criteria for grading. Standards Based Grading also accurately communicates achievement of learning targets to students, parents and educators. The influence of positive and consistent work habits on student learning is reported separately from the academics (Citizenship Grade). The purpose of our report card is to communicate progress on student learning goals to families.*

Course Rubrics				
Marshall Public Schools <i>Grading for Learning Rubric</i> The purpose of grading is to communicate the student's performance in relation to the learning goals and standards.				
Grading Scale				
0= No Evidence No evidence of conceptual understanding.	1= Needs Improvement Evidence of minimal understanding, not grasping the concepts even with teacher assistance.	2= Basic Evidence shows growth; progressing toward the standard/s.	3= Proficient Evidence demonstrates understanding and application of the standard/s.	4= Exemplary Evidence demonstrates a deeper understanding of the standard/s.

Course Title: Social Problems**Grade Level(s): 11-12****Standard #1:** Sociological Content: Students will understand social systems and structures and how these influence individuals.

Needs Improvement	Basic	Proficient	Exemplary
Student struggles to consistently identify/compare and contrast important sociological issues in current society.	Student is able to identify/compare and contrast important sociological issues, critical events, and changes in the current society.	Student is able to identify/compare and contrast important sociological issues, critical events, and changes in the current society. The student can also explain the relevance of these, and the relationship between these ideas and historical events.	Student is able to identify/compare and contrast important sociological issues, critical events, and changes in the current society from multiple points of view. Student is able to formulate a solution based on sociological evidence, analysis and research.

Standard #2: Communication

Needs Improvement	Basic	Proficient	Exemplary
Student's writing and speaking frequently lacks coherence, factual accuracy, academic vocabulary, and does not meet standards for acceptable communication (ie format, rules of grammar, and conventions of speaking and writing).	Student's writing and speaking is coherent, factually accurate, appropriately uses academic vocabulary, and meets the standards for acceptable communication (ie format, rules of grammar, and conventions of speaking and writing).	Student's writing and speaking is fluent, factually accurate and detailed, displays complexity of thought, is able to present and defend a position on a topic, and meets the standards for acceptable communication (ie format, rules of grammar, and conventions of speaking and writing).	Student can (through written or spoken word) present, advance, and defend an historical argument, and dispute contrary arguments. Student displays advanced attention to detail, complexity of thought and advanced academic vocabulary is used throughout work.

Citizenship Rubrics

Marshall Public Schools

Grading for Learning Rubric

The purpose of grading is to communicate the student's performance in relation to the learning goals and standards.



Grading Scale

0 = No Evidence No evidence of conceptual understanding.	1 = Needs Improvement Evidence of minimal understanding, not grasping the concepts even with teacher assistance.	2 = Basic Evidence shows growth; progressing toward the standard/s.	3 = Proficient Evidence demonstrates understanding and application of the standard/s.	4 = Exemplary Evidence demonstrates a deeper understanding of the standard/s.
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Course Title: Citizenship

Grade Level(s): 9-12

Standard #1: Integrity

Needs Improvement	Basic	Proficient	Exemplary
My behaviors and words negatively impact my relationships with peers and staff, and I struggle to react appropriately when faced with consequences.	I occasionally speak before considering how my behavior impacts peers and staff, and I occasionally accept consequences maturely but may try to give excuses when I make a mistake.	I am aware of how my behavior impacts others so I choose my words and actions carefully, and I accept consequences maturely without argument or negotiation if I make a mistake.	I take ownership of my behaviors, apply feedback, show improvement, and I mend relationships with peers and staff if I have damaged them. I stand up against language and behavior that targets/hurts others or I go out of my way to include all students when appropriate.

Standard #2: Work Ethic

Needs Improvement	Basic	Proficient	Exemplary
I miss deadlines, am often social and off-task during class time, and I am a passive participant during class activities and group work.	I meet deadlines within the one-week grace period after due dates, depend on staff prompting to initiate tasks, and respond to class discussions and group work.	I generally meet deadlines, monitor myself to use class time to stay on the task at hand, and add to discussions and group work.	I always meet initial deadlines, ask for feedback prior to the due date, guide others back to the task at hand, and initiate/lead discussions around classroom learning.

Students and families will receive feedback in the following ways:

- **Positive phone calls home**
- **Verbal feedback**
- **Emails**
- **Positive Recognition Postcards**
- **Written comments on assignments & assigned activities**
- **Verbal comments on assignments and activities**
- **Google Classroom**
- **Conferences**
- **Scheduled Meetings**
- **Peer review / Peer assessment**
- **Conferring with teacher and peers**
- **Self assessment in reference to standards rubrics**
- **Infinite Campus grading and comments updated every two weeks**

Formative Assessments
<i>Examples of formative assessments include, but are not limited to quizzes, projects, small group activities, assigned readings/videos and daily writing prompts.</i>
Summative Assessments
<i>The majority of the tests will be at the conclusion of each unit of study and will be comprised of mostly essay questions.</i>
Revision:
<i>Students will receive multiple opportunities to demonstrate what they know and are able to do through a balanced system of formative, summative assessments and developmental feedback.</i>
Establishing reasonable time frames for learning:
<i>Due Dates or Deadlines will be established with students in a “reasonable” time frame for all stakeholders.</i> <i>Due Dates or Deadlines will be explained for each assignment and the expectation is that all work be completed by that date based on student handbook expectations.</i>
Gradebook / Grade Determination
<i>Report on standards - overall course grade determined by average of Course Standards. Grades will be declared and posted at the mid-semester and semester ends.</i> <i>Descriptors will explain the learning and progress of the student to more clearly articulate the learning on individual standards and will be accessible through Infinite Campus Parent Portal.</i>

IN ADDITION TO THE INFORMATION ABOVE:

- Course Supply List: Pen/Pencil, Notebook if not taking notes on Chromebook, and Folder.
- Prerequisite Course: American Government
- Social Problems is held in room 302 and I can be reached between the hours of 9:45-3:45 at 655-1310 ext.532 or via email: bdenniston@marshallschools.org
- I am available for extra help during Flex, lunch or after school.

COURSE OUTLINE – (This is flexible and subject to change dependent upon current events in our society)

- I. Society and Culture
- II. Terrorism/Freedom vs Security
- III. Crime & Illegal Drugs/Incarceration
- IV. Women & Minorities in the U.S./Tolerance/Individual Rights & Freedoms
- V. Social Media Revolution-impact on our society
- VI. Environmental Awareness/Food Production & Consumption

Expectations and Keys to Success:

1. Be on time and be ready. Have your Chromebook charged and ready to roll or at least have your charger with you as there are several outlets in the room to use.
2. Complete your work on time and participate in class discussions and small group work.
3. Be respectful of not only me, but others in class. We will be discussing some highly controversial topics at times that generate a lot of emotion, strong opinions and debate but you will be expected to respect others opinions.

